

## OVERARCHING SCHOOL GOAL:

\*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Increase the number of students in Tier II and Tier III passing state assessments in Math, Science, and Reading accountability benchmarks to 75% passing in English and 70% passing in all other content areas by 2021.

STRAND I: TEACHING FOR LEARNING					
ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS		
1	SMART Goal(s): By June 2020, 100% of Tier II and Tier III students will demonstrate growth toward on-level (or above) proficiencies as measured by F&P Benchmark Assessments.		2	SMART Goal(s): By June 2020, 100% of Tier II and Tier III students will demonstrate growth toward on-level (or above) proficiencies as measured by the ACPS <b>Common Unit Assessments</b> .	
3. Other (specify):	SCIENCE	SMART Goal(s): By June 2020, 100% of Tier II and Tier III students will demonstrate growth toward on-level (or above) proficiencies as measured by <b>ACPS Common Unit Assessments</b> .			
ACTION PLAN					
1. <b>Essential Action/Research-Based Strategy:</b> Implement an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for every student. Engage teachers and leaders in regularly scheduled collaborative study, supporting the implementation of the curriculum. Set high expectations for student achievement, supported by frequent monitoring of student progress.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
1 K-5 2020 1.2/1.3/1.4	Each grade-level and support area and will be charged with unpacking the SOLs, K-5 vertical alignment, seven schoolwide instructional practices (activating prior knowledge, comprehensible input, explicit instruction of language, differentiation, quality interaction, cultural responsiveness, metacognition), and K-5 common language.	Administrators and All Teachers	August 2019 to June 2020	Fidelity of implementation of Tier 1 instruction, Grade Level PLC agendas, staff PD, Google Drive docs for sharing outcomes	Administration, ELA teachers, grade level teams, Reading Specialists, Teacher Interventionist, Instructional Coach
1 K-5 2020 1.2/1.3/1.4	In addition to Tier 1 core instruction, targeted Tier 2 interventions will be created, implemented, and monitored following the ACPS-MTSS framework.	ELA curriculum specialists, teachers, administrators	August 2019 to June 2020	MTSS meeting notes, classroom visits, PLC planning	Administration, Staff PLC, MTSS
1 K-5 2020 1.2/1.3/1.4	Student goal setting will be created, implemented, and monitored for each student identified in Tier II and Tier III following the ACPS-MTSS framework to include comprehensive data analysis (PALS, common assessments, SOL item analysis, individual monitoring of specialized interventions).	Teachers and Administration	August 2018 to June 2019	Progress monitoring, PLC's, Progress monitoring spreadsheet.	Teachers and Administration
				Observations that identify	Administration, site council, Staff PLC

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1 K-5 2020 1.2/1.3/1.4	Staff will implement culturally responsive instruction that is individualized in whole group, small group, and one-on-one interactions.	All staff	August 2019 to June 2020	implementation and use of literature and resources (books, posters, materials, etc.) that reflects the racial and cultural background of students	
1 K-5 2020 1.2/1.3/1.4	Staff will implement the ACPS curriculum frameworks for ELA in their daily instruction, utilizing differentiation and effective instructional strategies.	All Staff, Curriculum and Instruction	August 2019 to June 2020	Lesson plans, administrative observations, classroom visits, PLC Model of Continuous Improvement	Administration
<b>2. Essential Action/Research-Based Strategy:</b> Implement an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for every student. Engage teachers and leaders in regularly scheduled collaborative study, supporting the implementation of the curriculum. Set high expectations for student achievement, supported by frequent monitoring of student progress.					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
2 K-5 2020 1.2/1.3/1.4	Each grade-level and support area and will unpack the SOLs on the 2016 math SOLs to ensure alignment to the content and cognitive level of the SOL, K-5 vertical alignment, seven schoolwide instructional practices (activating prior knowledge, comprehensible input, explicit instruction of language, differentiation, quality interaction, cultural responsiveness, metacognition), and K-5 common language.	Administration and All Teachers	August 2019 to June 2020	Meeting agendas, PLCs, staff PD, google drive docs for sharing committee outcomes	Administration, Staff PLC
2 K-5 2020 1.2/1.3/1.4	In addition to Tier 1 core instruction, targeted Tier 2 interventions will be created, implemented, and monitored following the ACPS-MTSS framework.	Math curriculum specialists, teachers, administrations	August 2019 to June 2020	MTSS meeting notes, classroom visits, PLC planning	Administration, grade level PLC, MTSS
2 K-5 2020 1.2/1.3/1.4	Student goal setting will be created, implemented, and monitored for each student identified in Tier II and Tier III to include benchmarks in math, common assessments, SOL item analysis, individual monitoring of specialized interventions.	Teachers and Administration	August 2018 to June 2019	Portfolio, portfolio monitoring meeting records	Teachers and Administration
2 K-5 2020 1.2/1.3/1.4	Staff will implement math instruction that is individualized in whole group, small group, and one-on-one interactions.	All staff	August 2019 to June 2020	Observations that identify implementation and use of ACPS math curriculum and resources.	Administration, site council, Staff PLC
2				Lesson plans, administrative	Administration

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K-5 2020 1.2/1.3/1.4	Staff will implement the ACPS curriculum frameworks for mathematics in their daily instruction, utilizing differentiation and effective instructional strategies.	All Staff, Curriculum and Instruction	August 2019 to June 2020	observations, classroom visits, PLC Model of Continuous Improvement	
<b>3. Essential Action/Research-Based Strategy:</b> Implement an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for every student. Engage teachers and leaders in regularly scheduled collaborative study, supporting the implementation of the curriculum. Set high expectations for student achievement, supported by frequent monitoring of student progress.					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
3 K-5 2020 1.2/1.3/1.4	Each grade-level and support area and will be charged with unpacking the SOLs, K-5 vertical alignment, seven schoolwide instructional practices (activating prior knowledge, comprehensible input, explicit instruction of language, differentiation, quality interaction, cultural responsiveness, metacognition), and K-5 common language.	Administration and All Teachers	August 2019 to June 2020	Meeting agendas, PLCs, staff PD, google drive docs for sharing committee outcomes	Administration, Staff PLC
3 K-5 2020 1.2/1.3/1.4	In addition to Tier 1 core instruction, targeted Tier 2 interventions will be created, implemented, and monitored following the ACPS-MTSS framework.	Science curriculum specialists, teachers, administrations	August 2019 to June 2020	MTSS meeting notes, classroom visits, PLC planning	Administration, Staff PLC, MTSS
3 K-5 2020 1.2/1.3/1.4	Staff will implement culturally responsive instruction that is individualized in whole group, small group, and one-on-one interactions.	All staff	August 2019 to June 2020	Observations that identify implementation and use of science nonfiction literature and science resources.	Administration
3 K-5 2020 1.2/1.3/1.4	Staff will implement the ACPS curriculum frameworks for science in their daily instruction, utilizing differentiation and effective instructional strategies.	All Staff, Curriculum and Instruction	August 2019 to June 2020	Lesson plans, administrative observations, classroom visits, PLC Model of Continuous Improvement	Administration

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<p align="center"><b>STRAND II: SCHOOL ENVIRONMENT</b>  <i>Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement</i></p>					
<b>DOMAIN:</b> COMMITMENT TO PROFESSIONAL LEARNING (1) and Family Community Engagement (2)					
<b>SMART Goal(s):</b> (1) By June 2019, 100% of students in Tier II and Tier III will demonstrate growth (on before mentioned assessments) as a result of ongoing professional development presented to licensed staff. (2) By June 2020, 100% of teachers will participate in focused activities to increase positive relationships with families.					
<p align="center"><b>ACTION PLAN</b></p>					
<b>1. Essential Action/Research-Based Strategy:</b> PLCs will focus on schoolwide instructional practices aligned with the book Building Equity: Policies and Practices to Empower All learners by Smith, Frey, Pumpian, and Fisher to foster educators' perception that they have the capacity to positively affect the academic performance of their students.					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
1 K-5 2020 1.5/1.9/3.2/3.3	Each grade-level and support area will analyze data and implement seven schoolwide instructional practices (activating prior knowledge, comprehensible input, explicit instruction of language, differentiation, quality interaction, cultural responsiveness, metacognition).	Cite council and All Teachers	August 2019 to June 2020	Meeting agendas, PLCs, staff PD, google drive docs for sharing schoolwide instructional practices	Administration, Site council
1 K-5 2020 1.5/1.9/3.2/3.3	Monthly PLC meetings will focus on building schoolwide agreement on excellent, effective, and equitable instructional practices.	Site council and All Teachers	August 2019 to June 2020	Agendas, PLP goal, PLMS	Administration, Site council, Leadership Team
1 K-5 2020 1.5/1.9/3.2/3.3	Site council will analyze the results of the Building Equity Audit and make targeted recommendations for school wide agreements, commitments, and actions.	Staff and Site Council	August 2019 to December 2019	Survey results, targeted recommendation steps	Administration, Site council, Leadership Team
<b>2. Essential Action/Research-Based Strategy:</b> Ensure that communication with parents and guardians remains open and consistent. Create a welcoming environment for families and community members.					
<b>Focus Area</b>	<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Evidence of Progress/Completion</b>	<b>Person(s) Responsible for Monitoring</b>

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<i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>		<b>for Implementation</b>	<i>(Beginning to End Dates)</i>	<i>(Artifacts required)</i>	<b>and Frequency</b>
2 K-5 2020 2.1/2.2	Continue partnership with PTA and Community to provide an equitable school experience for all students and their families.	All Staff, PTA, community organizations	August 2019 to June 2020	PTA calendar, PTA minutes	Site council
2 K-5 2020 2.1/2.2	Provide outreach opportunities within communities.	All Staff	August 2019 to June 2020	Meeting agendas, sign in sheets	Site council, Leadership Team
2 K-5 2020 2.1/2.2	Staff, Parents/Guardians and students will complete the Building Equity Audit* for 2020.	All Staff	Spring 2020	Survey results, targeted recommendation steps	Site council, Leadership Team
<b>3. Essential Action/Research-Based Strategy:</b>					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i> <b>Strategic Plan Goal</b> <i>[i.e. 1.1, 2.3]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>

\*The Building Equity Audit and the 7 Defensible Strategies come from the book Building Equity: Policies and Practices to Empower All learners by Smith, Frey, Pumpian, and Fisher.